University Elementary Schools

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Teacher Education

Illinois State Normal University

March, 1957

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TEACHER EDUCATION

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INTRODUCTION

Three staff members of the University Elementary Schools were asked to write a brief history of the first one hundred years' development of the elementary schools at Illinois State Normal University. This bulletin is the result of their efforts.

The first chapter deals with the high points of the development of the elementary schools starting with the Model School in Major's Hall in Bloomington, when Miss Mary Brooks was the only teacher, up to the present time, when there are three excellent elementary schools in operation. J. W. Carrington, Directory of Laboratory School Experiences, prepared this chapter. He has given special emphasis to the development of the teacher education aspects of the program as it has developed during the last quarter century.

When you visit the elementary schools today, what do you see? Miss Margaret Parret, Assistant Professor of Speech, who has taught or is teaching in the three elementary schools, prepared the second chapter, which will give a quick view of the schools in operation. At any level of education it is necessary to know that the individual gains the highest possible development emotionally, physically, socially, and mentally. Otherwise the individual will not function well in a democratic society. Miss Parret has reported many activities and experiences that produce this needed all-round development. *Come and see the schools in operation.*

What will the future years see develop in the elementary schools? In Chapter III Vernon L. Replogle, Principal of the Metcalf Elementary School, has stated ideas concerning the development that may take place. As an ancient wise man said, "Where there is no vision, the people perish." It is essential that we look ahead and plan accordingly. This is what the men and women did during the past century, and the result is that today we have excellent schools for elementary children and an effective program for helping university students to become good elementary teachers.

Great challenges and great problems lie ahead for Illinois State Normal University to increase the *quantity* of elementary teachers in Illinois and to improve the *quality* of these teachers. The elementary schools have played a major part in this "Greatest of Enterprises" in the past and they will meet the challenge of the future.

CHAPTER I

A CENTURY OF UNIVERSITY ELEMENTARY SCHOOLS AT ILLINOIS STATE NORMAL UNIVERSITY

J. W. CARRINGTON*

From the earliest years of Illinois State Normal University, the elementary school has been one of the most significant parts of the teacher education program and continues as such to the end of the century. From the time the first facilities were one elementary classroom to the present one, when a new building is being constructed that will provide for approximately five hundred children, the elementary schools have made major contributions to teacher education in Illinois.

In this chapter an attempt is made to give a brief historical development of the elementary schools, not only emphasizing the physical and administrative development but calling attention to the development of theories of education, the functions the schools have served, and the developments that have been a significant part of their history.

The first elementary school, known as "The Model School," was established in Major's Hall in Bloomington in 1857 and occupied one room. At that time Charles Hovey, principal of the Normal school, believed the model school should be the heart of the institution. Previously he had had Miss Mary Brooks of Brimfield as a student, and he invited her to be the first teacher. Although he could not offer her the same pay she was receiving as a teacher in Peoria, teacher training at that time was a "cause," and therefore she decided to cast her lot with Principal Hovey and the new teacher education program.

The one-room model school opened the first year with seven pupils and closed with fourteen. It existed for three years before being moved to the campus. In this school the "pupils in the Normal department" observed recitations conducted by Miss Brooks, but they were not permitted to teach; in reality, it was a model school and not a practice school. Here at Illinois State Normal University was born the function of a campus elementary school commonly referred to as "observation." This important function has been carried on and is still in the process of being developed, at the end of one hundred years. Miss Brooks set a standard that has not been forgotten.

In 1860 the school was transferred to Normal and housed in the basement rooms of Old Main. Soon arrangements were made with the public school district for all children in "the area of the Junction" to attend this school. Until 1868 it was the only school in the village of Normal, occupied six rooms, two of which were used as play rooms. Here was the first attempt to form working plans with the local dis-

* Director of Laboratory School Experiences.

trict for cooperation in furnishing facilities for teachers in training and opportunities for their working with children. Such arrangements have been in operation to the present time, though not continuously and not without strong feelings and actions on the part of citizens in the community as to the advisability of such arrangements.

As the new school developed on the campus, there was the beginning of allowing students to teach. This innovation was referred to as "practice teaching" and was the start of the development of a program that has increased in importance and extent to a point where it is administered on the same basis as course work and has taken on the name of "student teaching." The program at the end of the century is so extensive that public schools are used in addition to the campus elementary schools. For years the terms "model school," "training school," and "practice school" were used interchangeably; at the end of the century "laboratory schools" has become the accepted name.

In the early days of the model school, every grade from primary through high school was included. Students were assigned to teach one hour a day for a term of twelve weeks, and the practice developed of holding the "pupil teacher" responsible for the class. He was observed by the principal and teachers, and given suggestions for improvement. He was often asked to teach before the faculty and other student teachers. After the pupils were dismissed, the work of the student teacher was evaluated and suggestions for improvement were noted.

In these early years of the model school, children were charged tuition, as the state was reluctant to made adequate appropriations even for the maintenance of the University. In 1867 President Edwards reported that if the model school were discontinued, the normal school could not be maintained: without the model school, there would have been a deficit of $3,485.07 for the school year 1866-67. In due time, the local district paid the University for educating the children. As the community grew, the local school was forced to provide its own buildings.

Early Organization of the Elementary School

In 1860 the Practice School was roughly divided into a Higher Department and the Primary Department; in 1861 the former department became the High School Department. At one time, the grammar grades had their own principal, but this position was discontinued in 1900. The Primary Department and the Intermediate Department were once separate organizations, but by 1900, these separate organizations had been abolished and a place was provided for a corps of teachers known as "Critic Teachers," who were each given charge of several grades.

The first training school building was constructed in 1892. (Later it was used as the university library building and is now a classroom

building designated as "North Hall.") In 1913 the Metcalf Building was constructed for the elementary school and high school.

A kindergarten was established in a specially constructed room in 1903, and later another special room for the kindergarten was provided in the Metcalf Building. The limit on the number of kindergarten children was at one time placed at sixty. A regular kindergarten teacher was in charge, with the help of "an assistant kindergartener." Truly a pioneer institution in Illinois, this kindergarten has developed and served as a demonstration department for the University and for public schools down to the present time.

Since 1913, eight rooms for the eight grades and the kindergarten have been in operation in the Metcalf School. The term "critic teacher" fairly well denoted the professional responsibility of these teachers. The Metcalf Building provided excellent facilities for their work with double classrooms for each grade, an office for each teacher, two play rooms, and office space for administrative and supervisory personnel.

As the elementary school developed, the title and the responsibilities of the head of the school changed. Successively the person was designated as "Principal," "Principal Training Teacher," "Supervisor of Practice," "Professor of Science and Art of Instruction," and "Director of Training School.' At the present time, he carries the title of "Director of Laboratory School Experiences."

A paper written by E. A. Turner, Director of the Training School in 1918, lists the names of one hundred twenty-two teachers, administrative personnel, and supervisors that were regularly employed in the elementary school. A few of these are remembered by many people in the community and by former students, also by those who knew of their fine contributions to teacher education. Below are the names of a few:

Mary M. Brooks, First Teacher and Principal

John M. Cook, Principal

Thomas Metcalf, Principal in charge of Training School established in 1874

Charles DeGarmo, Assistant in Training Department

Frank McMurry, Training Teacher in Primary and Intermediate Grades

Lida McMurry, Assistant Training Teacher

Charles McMurry, Training Teacher and Principal of Intermendiate Grades

B. C. Moore, Intermediate Teacher (Later County Superintendent of McLean County)

John A. H. Keith, Principal of Grammar Department

Jessie Dillon, Critic in Lower Grades

Charles Whitten, Intermediate Room Teacher

Lura Eyestone, Lower Grade Teacher
Margaret Lee, Kindergarten Teacher
Lora Dexheimer, Lower Grade and Upper Grade Critic
O. Lillian Barton, Sixth Grade Critic
E. A. Turner, Director of Training Schools
W. S. Gray, Principal of Elementary Schools
Wezette Hayden, Primary Teacher (Came in 1922)

Many of these served in the elementary school after 1918.

The Children's School

No history of the elementary schools of Illinois State Normal University would be complete without mention of the part played by the Illinois Soldiers' and Sailors' Children's School, a state-supported institution in the northeast part of Normal. In the early days, this institution was known as the "Soldiers' Orphans' Home," and many people still refer to it by that name.

In 1916, certain rooms in the school were taken over by the University for teacher education purposes. This included all of the five rooms in a small frame building. All eight grades were provided for. Two critic teachers supervised the work, and the teaching was done largely by students from the University. In his paper Mr. Turner reports. "At the Home, pupil-teachers teach from two to three and one-half hours and receive two credits in teaching, provided their services are satisfactory."

Later, a fine brick building was constructed, and excellent facilities and equipment were provided for kindergarten and all eight grades. The school now operates under the general administration and supervision of the University, but salaries and other costs are paid directly from funds of the Welfare Department of the State of Illinois. The school is operated and staffed in the same way the campus elementary schools are maintained.

Special Education

On February 28, 1951, the Special Education Building, now known as Fairchild Hall of Special Education, was dedicated. In this building is maintained one of the most complete and intensive programs for handicapped children in the world. The program prepares teachers to work in the public schools of Illinois for six types of children that cannot be adequately served by the public school program:

Children with impaired vision, either partially sighted or blind
Children with impaired hearing
Chidren who are physically handicapped
Children with speech difficulties
Children who are mentally retarded but still educable
Children who are emotionally disturbed and maladjusted

A program is now being developed for children who are trainable but not educable.

These special programs are maintained as a part of a regular elementary school, beginning with pre-school for four-year-olds and extending through grade eight. Here a student planning to teach exceptional children has the opportunity to observe, participate, and teach, both in the classrooms for normal children and in his field of specialization. Children who are enrolled in the school because of handicapping conditions participate with normal children in the academic and social programs whenever it is possible for them to do so. The school makes every effort to implement the philosophy of the Illinois plan for exceptional children that "special education is a *part of* the regular school." Children enrolled in the school are from the local community.

A competent staff of teachers and others who serve in some specialized capacity make this a successful laboratory school. At present there are fourteen full-time supervising teachers, five in the regular rooms and nine in special rooms, in addition to teachers in art, music, homemaking, industrial arts, and physical education. A physical therapist, a librarian, and a school nurse are part of the full-time staff. Accessible in the same building, though not a part of the laboratory school, are the services of the Reading Laboratory, the Speech Clinic, the Psychological Counseling Center, and the Hearing Laboratory.

Supervision of Pupil Teachers

Before 1874, the elementary school served primarily as a model school, and more attention was given to organization than to instruction. The president and the principals gave what time they could to the school, but since observation was the major function, there was little need for supervision. With the arrival of Professor Thomas Metcalf in 1874, the supervision aspect of the program was developed. He was designated as the "Principal Teacher Trainer," and under his leadership unity of purpose and action in improving the skill of pupil teachers became manifest in the whole elementary school organization.

At this time, two phases of method were developed. The first involved improving the pupil teacher through constructive criticism of his teaching. Some attention had been given to this process previously, but it was under Professor Metcalf's leadership that it was fully developed. The second phase involved improvement through increased observation and discussion of model lessons. The latter was taught by a critic teacher, but occasionally a student of unusual promise was allowed to teach. These lessons were taught at the close of the school day or at eight o'clock in the morning, with only children needed for the model lesson present. When the lesson was completed, the director of the training school or some teacher acted as discussion leader, and the strong and weak phases of the teaching were identified. Suggestions were given for improving the teaching, and often quite lengthy speeches were made in an effort to relate theory to actual practice.

These critiques were probably the first acceptance of demonstration as a vital function of the elementary school. It is a function still accepted by campus laboratory schools.

Influence of the Herbartian Movement

In the latter part of the nineteenth century, many young prospective teachers went to Europe to study, and many of these fell under the influence of Herbart, then a leader in teacher education in Germany. Chief of these disciples from Normal were the McMurry brothers, Charles and Frank, who later made great contributions to teacher education.

The Herbartian movement and theory of teacher education were demonstrated most strikingly in lesson planning in the elementary campus schools. Here the "five formal steps" in lesson planning, built on Herbartian principles, were in vogue during the early years of the twentieth century. Kate V. Wofford[1] has well described this system of lesson planning:

> Herbart believed that interest on the part of the learner was a prerequisite to good instruction and that the teacher should arouse it by natural means if possible, but if not, by artificial ones. He held further that new knowledge is assimilated through association with the old, that knowledge could be reduced to a system, and, finally, that newly acquired ideas should be put to work. Upon the basis of this philosophy, Herbartian students attempted to put these principles into effect in every teaching lesson. The two McMurrys, after returning to America, furtther developed these steps. Apparently, the McMurrys believed they had discovered universal principles in lesson planning, for on this point they said:
>
> > If the leading thoughts thus far presented are true, there are certain steps in instruction that are universal. . . . They are rightly called the Formal Steps of Instruction.
>
> Almost universally, beginning teachers were taught the now well-known five formal steps in lesson planning derived from the Herbartian analysis of teaching:

Steps in Teaching	Steps in Lesson Planning
I. Clearness	I. Preparation: Aim
II. Association	II. Presentation
III. System	III. Composition
IV. Method	IV. Generalization
	V. Application

> Concomitant with the development of these steps in lesson planning was the tendency on the part of the teacher to

[1]Kate V. Wofford. *Teaching in Small Schools,* Macmillan Company, New York, 1947, pp. 117-118.

transfer these steps into special lesson types such as appreciation or drill lessons. All these activities tended to set lesson planning into formal patterns for the presentation of all subpect matter to children. This fitted well enough into the general objective of education characteristic of the early years of the nineteenth century. The five formal steps, seriously questioned as they are now, were not without their advantages; indeed, they performed many services for education. They focused attention upon planning as a method of good teaching, and they placed the responsibility upon the teacher rather than upon the extraneous service of textbooks. Planning and the assumption of responsibility for it by the teacher were two forward steps so far as teaching was concerned. As the objectives in education changed, however, lesson planning changed also.

Many teachers in Illinois distinctly remember the mental effort and anguish that went into the writing of these lesson plans during student teaching in the campus elementary schools. Professor Frank McMurray often said:

> One should not be working on a problem if he was not interested in the answer. He postulated that all lessons should be formulated as problems. Any that could not so be formulated were not properly lessons.[2]

With the coming of the McMurrays in 1890, bringing the Herbartian ideas, old practices began to give way. In 1893, room "critics" were provided for all the grades, and an assistant training teacher was assigned to supervise the pupil teaching. Here was the beginning of the submerging of individualistic tendencies among the staff; there came a spirit of cooperation in administrative affairs and a unity of spirit and practice in developing the pupil teaching process and program. At this time, the elementary school in Normal University was "way out in front" in the nation in its supervision of student teachers. As the first century closes, great developments have taken place in this concept of teacher education; effort still goes on to develop it further.

With the introduction of the "critic teacher" concept, the relationship of the teacher and the student became personal, professional, and warm. The critic teacher carried the dual role of being a teacher of children and also a supervisor of students preparing to teach in the public schools of Illinois. Gradually the idea of an assistant to the critic teacher was discarded. The responsibility of the critic teacher was and still is a heavy one and is a tremendous influence in teacher education.

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[2]Lois Coffey Mossman. *The Activity Concept*. Macmillan Company, New York, 1939, pp. 111-112.

The Last Twenty-five Years of the Century

Only a brief acount can be given here of how the university elementary school has developed in the last quarter century. It can be stated very positively that recent developments, in the main, have as their fundamental basis most of the concepts and ideas developed during the three preceding quarter centuries.

Mention has been made previously of some of the functions which the elementary school served in its teacher education responsibilities. These functions have increased in elementary schools until the school must decide whether it will serve all, or part, of the functions listed below:

1. Observation of good teaching
2. Participation preceding student teaching
3. Demonstration of good teaching and new teaching techniques
4. Student teaching (formerly called "pupil-teaching")
5. Post-student teaching experiences
6. Research
7. Experimentation with practices that give promise
8. In-service education of teachers in the field

The first four listed above have been given major attention during the last quarter century. As the University moves into its second century, a study will be made of what the functions of the elementary school should be. This work will be discussed more thoroughly in one of the following chapters.

Mention has been made of the amount of time a student teacher actually spent in student teaching. In the early days, assignments were usually for one hour a day for a quarter or semester. Three major types of assignment have been developed in the last quarter century:

1. A full half day for one semester
2. A whole day for half a semester
3. In off-campus schools, a half semester, with the student working in the school and living the entire time in the community.

Although the amount of time for student teaching has increased, there has been further demand by administrators and leaders in teacher education for increasing the amount of time and broadening the experiences of student teaching.

The practice of observation in campus elementary schools can be characterized as "in and out" in most teacher education institutions. Some institutions have developed programs for student observation of good teaching, abandoned it for a few years, and then re-developed such a program. Where the facilities are good and the planning is well done, it is an effective method of teacher education. The campus elementary schools at Normal accept this responsibility. With the cooperation of specialists in elementary education in the University, it

has been developed to a high level. As the enrollment of the University has expanded, facilities for observation have been used in off-campus public schools—a practice which will necessarily increase in years to come.

When students can actually participate in the supervision and directing of learning experiences with children, their development is greatly enhanced. Participation should be provided before student teaching assignments are received. During the last quarter century, this function has been developed to a high level. Students in the junior year preparing to teach in elementary schools are assigned for several weeks to work with critic teachers and children in actual learning situations. Many students increase this experience by teaching Sunday School classes, participating in activities at Victory Hall and at the Baby Fold, working with scout organizations, and helping with many other child and youth activities of the community. The next quarter century will probably see a greater acceptance and development of this function.

The old "critiques," wherein a teacher taught a class and student teachers and faculty members observed and later discussed the strengths and weaknesses of the lesson, has given way to groups of students that come to observe children and note the teacher's techniques in a natural situation. When a supervising teacher is asked to present something of special interest to a group of observers, it is commonly referred to as "demonstration teaching." For example, a university faculty member or group of students may ask to see demonstrations of choral reading, a teacher organizing children into groups on an ability or special interest basis, a social science class using discussion methods, or a group presenting a play they have written. Demonstration teaching is an important function of the elementary school, and the amount of such teaching depends upon the time and energy available when other functions are assumed.

Little technical research is attempted in the campus elementary schools. To maintain a real research program would necessitate eliminating nearly all other laboratory functions; the press of constantly increasing numbers of observers, participants, and student teachers has forced out consideration of doing much real research. As the concept of "action research" develops and some functions and responsibilities are taken into off-campus schools, research may become a vital part of laboratory work in the elementary schools.

Experimentation is always in progress. Elementary teachers continually test "practices of promise," attempt to use the best that research has produced, and to use their own ideas. Experimentation based on clear thinking and careful planning has kept the University elementary school in a position of leadership and has resulted in real progress.

At Illinois State Normal University, little organized attention has been given to post-student teaching experiences. It is recognized

that, after a student teacher has completed his assignment, he may have weaknesses or deficiencies that need to be eliminated, or he may have strengths that he should be encouraged to develop further. Here, again, other functions of the elementary schools have assumed such proportions that the program of post-student teaching experiences has been neglected. In the next century, this function may be developed. It is needed..

The elementary schools carry a heavy load of in-service education for teachers in the field. To the summer sessions many experienced teachers come, not only for student teaching but for conferences, materials, and participation in a workshop the last week of the summer session. Hundreds of visitors come yearly to the elementary schools. Supervising teachers are in demand for institute work, conferences, workshops, and consultive services. The demand for the services of these elementary teachers constantly increases.

At the Close of the Century

One hundred years ago, the University leaders recognized the importance of real experience with children as basic to good teacher education. During the one hundred years, concepts of good teacher education changed and developed. This short chapter is inadequate to give the real significance of the development and the thrilling story of the development. The reader will need to go to *Grandest of Enterprises*[3] to get the full story.

As the second century begins, the present Metcalf School and the Elementary School in Fairchild Hall will merge into the new Metcalf School in the new Metcalf Building. Great challenges and responsibilities in teacher education lie ahead for the elementary schools. The future will see these schools meeting their responsibilities as positively and constructively, and with as much vision, as the elementary teachers did in the past one hundred years.

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[3]Helen E. Marshall. *Grandest of Enterprises*. Alumni Office, Illinois State University, 1956, 355 pages.

CHAPTER II

THE UNIVERSITY ELEMENTARY SCHOOLS—1957

MARGARET PARRET*

If Thomas Metcalf or Mary Brooks (an early preceptress of the Model School) were to look at Illinois State Normal University's laboratory schools of 1957, what things would impress them most? What *is* different in the approach to teaching as exemplified by today's activities of youngsters in school?

One has only to step into a first floor classroom to see that school today belongs to the children. They help plan their work; they learn to help one another; and consequently, they love school!

As five little youngsters freely left the first grade for the lavatory "unpoliced" by the teacher, but with a designated child who assumed a leader's role, I thought of my own days as a child in this same school. Each straight row harkened to the command, "Stand; turn; pass."

Mine were the days of A, B, and C classes, with grouping only by ability. Today's children sit with those whom they like best and are encouraged to develop friendships by working with individuals and small groups. "One happy family" results from their seating arrangement which changes as often as seems desirable.

Today's teacher is not the sole authority in the primary class room, nor is she aided only by books and pictures. Fun as it was to build a train and to take "pretend" rides in my day, more valuable learning comes now from actually buying tickets, asking questions of the conductor, seeing a real engine room, and riding the Ann Rutledge Limited to neighboring Lincoln, Illinois.

A first grade child brought a pet alligator to school the other day. As he was showing it to an interested group, a little boy who couldn't see well enough pushed the child in front of him, causing her to fall and hurt herself. How did this situation right itself? Not by spanking, nor by "squelching," the offender. The children talked about how bad people feel when they make others cry, how sorry they are to have acted thoughtlessly, causing some one to be hurt. Several told "I didn't mean to" stories about themselves, and it ended with the little girl's saying, "It didn't hurt much, Jimmy," and his replying, "I *am* sorry, though."

Into a room came a small suitcase one day, its proud owner eager to show its contents to her friends. Inside the case were a brush, comb, mirror, soap, and other toiletries. The outcome was the start of an interest that led to a "Good Grooming Corner" in the room where shoes were shined and hair combed. It was a very popular activity.

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* Assistant Professor of Speech.

Room decoration and social living are aspects of school life that children themselves plan and develop.

Parents have a much more active part in the present laboratory school program than in the days when mothers appeared only in case of trouble. In one third-fourth grade room mothers very often are working at tables with their youngsters whether the medium be clay or arithmetic. Fathers—mechanics, doctors, or other workers in crafts or professions—come in to explain things to classes, and occasionally an entire school room will go to a home to learn to make ice cream or to see home movies.

Preparing a child for life through skill in the three R's has been expanded in the present laboratory schools. Today it is the aim to develop children who can think, who have emotional stability, who have inner resources, and who are sensitive to the needs of others.

Student Council activities certainly do their share to help our children to think. The problems of the school are a real responsibility to its members whether it entails making safety rules, electing officers to leadership, raising money for charities, or planning school assemblies. Only a child to whom Student Council business is vital could compose and deliver such a speech in assembly as this one by Leonard O'Brien, a seventh grader:

> I'm very glad to make a campaign speech for my good friend and classmate, Jim Greer. Jim is our candidate for vice president of Student Council. As you know from our national situation, the office of vice president is very important. The vice president should have all the qualifications that the president should have. Therefore, I'm glad to recommend to you Jim Greer, because I believe that he *has* the qualifications that a vice president should have.
>
> First, I'm glad to recommend him because he's an all-round boy. He can answer almost any question you can ask him about anything. He reads a lot on many subjects and is interested in many things. As you can guess, he does excellent work in school, and this means he can spare enough time to give of his best to the Student Council. Since he is an all-round boy, he is good in many things besides books. I think most of you have heard him play the drums in the school band. He does it quite well. Another one of his talents is athletics. He thoroughly enjoys all kinds of sports and is plenty good in them too. Have you seen him run? He runs just like a streak and is gone. I think all this goes to show you that Jim is a good all-round boy.
>
> My second big reason for wanting you to vote for Jim is that he comes from a family interested in good government, like the Adams family of early American history and the

Taft family of our time. Jim's father holds an important public office in our county. Jim and his father understand the duties and responsibilities of a public office. As soon as as Jim is elected, he will understand right away what his responsibilities are. I believe he'll be very serious about his work as a vice president.

My third and biggest reason for wanting you to vote for Jim Greer for vice president is that I know he will be fair. Fairness is perhaps the most important thing an office holder can have. We of the seventh grade have seen Jim out on the playground plenty of times when there was an argument on. Every time that I can remember Jim was fair. Therefore, I honestly believe that you should vote for Jim Greer for vice president of the Student Council, first, because he's an all-round boy; second, because he'll take his job seriously; and third, and most important, he'll be fair.[1]

Our present program in Special Education does much to develop emotional stability. Problems and limitations are faced squarely, and each child is encouraged to set high but attainable goals for himself. Teaching in the room of older mentally retarded children, for example, demands a very functional approach. The goal is to make everyday living more satisfying. Youngsters learn of banking and how to use savings and checking accounts. They actually go to the bank, make deposits, and write checks. They learn to use the telephone directory and mail order catalogs. In arithmetic they use grocery ads, comparing costs, planning food budgets and the like. Great stress in this area is put upon pre-vocational training. Many field trips take them to canneries and other factories where they are encouraged to learn the qualifications for various unskilled jobs. School devotes time to develop habits that are demanded of *any* job—good grooming, good manners, and punctuality.

It is a joy to watch ways in which normal youngsters are sensitive to the needs of handicapped ones. School is a proving ground for the golden rule. It becomes second nature for little children to assist the lame, lead the sightless, and insist upon opportunities for *everyone* to participate in dramatizing stories. Every day it is borne out to children that everyone has a contribution to make to interesting school life.

In many ways the library is the heart of the school. It contributes to the enrichment of the classroom by providing reference and library tools. A guided program encourages a love of good books among children, thus developing their resourcefulness.

This is today's laboratory school—a place where children enjoy art, music, dramatics, homemaking, industrial arts, personal hygiene, safety, physical education, and reading. The special areas are not

[1]Taken from tape recording of speech.

frills today. Developing good work habits and having self-satisfying experiences are more important in art class than producing pictures to be judged by adult standards. Instrumental music lessons, dramatic productions, foreign language study, and dancing instruction for every child to enjoy with little thought of developing ivory tower artists in those fields. Best of all, though the program is crowded with an enriched curriculum, testing reveals that better work is achieved in the skills areas than ever before, proving, of course, that keen interest in many areas and activity boost learning.

Teachers in the 1957 laboratory schools endeavor to create a happy environment in which a child may learn to "realize his strengths and believe in himself as an individual who is self-reliant and independent of action, whose motives lie within himself, who is sincere and honest, who has a zest for life, who has an eager curiosity about the world around him, who appreciates the beautiful, who enjoys work, who finds satisfaction in his own achievement, who develops special attitudes through creative effort, and who can entertain himself with simple pleasures."[2]

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[2]Taken from statement of philosophy in *Our Goal for Every Elementary School Child* (Metcalf Elementary School).

CHAPTER III

THE UNIVERSITY ELEMENTARY SCHOOLS IN THE FUTURE

VERNON L. REPLOGLE*

To follow the elementary laboratory schools into their second century of operation becomes a hazardous educational leap into the future directed by a blurred crystal ball. Nevertheless, coming events do cast their shadows before them. A look backwards coupled with a look at today's scenes enables one to make at least one conclusion with clarity—that we cannot measure the demands upon those whom we shall educate in the future by what was demanded of those educated in the past. Whatever the laboratory schools' specific challenges and problems of the future may turn out to be, it seems obvious that they may continue to be categorized into two divisions: (1) how children can be provided with the best and most appropriate educational experiences and (2) how the laboratory schools can serve the cause of teacher education increasingly better.

In our search for better schools, better objectives, better teaching techniques, and more valid curricular experiences we are aware that the real challenge becomes that of preparing pupils to find their way about in a shrunken, people-packed world (and perhaps universe) of electronics and automation. Our search for better schools is further complicated by the fact that the problems which our pupils must be prepared to solve will be problems which do not now exist.

Those of us who are working in the laboratory schools today are fortunate indeed to be able to stand on the shoulders of all those who have preceded us. Because of the experiences, the research, the mistakes, and the successes of others, we visualize many changes and improvements. Let us look at the educational program of elementary schools. Even the least sensitive of educators must realize that there are no less than three areas in which the school of the future must assume additional and enlightened responsibility: the area of values, the area of social realities, and the needs and concerns of pupils.

The school of the future will take a more active role in the promotion of democratic values. Curricular experiences will, therefore, be carefully selected for their potential to clarify the meaning of democracy and to provide children multiple opportunities to practice and apply democratic values to their daily living. Emphasis will be placed upon the examination of problems of the past and present in the light of democratic values; this means that democratic values will be hauled from the sky and translated into cultural equivalents. It

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will be the job of the school to see that our democratic ideals become earthbound rather than sky-borne.

Secondly, the school of tomorrow will give considerably more attention to helping pupils understand the nature and characteristics of the community, nation, and world in which they live. The teaching situation will be related more and more to the pressing problems—facts, trends, and social realities of the day—all in an effort to enable future citizens to control the increasingly complex social problems rather than be overwhelmed by them. This means that the schools' instructional program will stress heavily many areas which heretofore have been largely shunned or passed by. Included in these will be: international education, all aspects of human relations, leisure time and recreation, conservation of natural and human resources, coping with propaganda and mind control agencies, and safety.

This expansion in no way implies a lessening of emphasis on the three R's. Automation, electronics, and atomic reactors will increase the need for more physical and biological science, mathematics, recreation and hobbies, vocational education, and creative and esthetic activities. Owing to scientific advances, it seems clear that increasing numbers of individuals will find their jobs swept from under them several times during their lengthened life span. Ability to re-train and re-adjust argues the cases for better vocational guidance, and the shortened working hours for more creative activities and better mental hygiene. Perhaps one objective which will demand and get increasing priority is that of problem solving. Ability and a disposition to use the rigorous process of scientific method to find the solution to all problems including the area of human affairs may be the *sine qua non* of education.

In the elementary school of tomorrow there will be frank acceptance of the necessity to satisfy the persistent and basic physical and psychological needs of pupils. For example, the need of all for security, for successful achievement, for acceptance, for maintaining personal health, and for physical exercise will be more adequately met through the program of the school. Dealing with the puzzling and crucial problem and motivation may be solved by a better understanding of the "anatomy" of child interest. Educators and mental hygienists will work cooperatively to achieve a better adjustment for all pupils.

To achieve and do the things indicated above means that the public as well as the educational profession must break through to a radically higher and more realistic appraisal of what is needed and how the needs may be achieved in schools. The real problem is not whether education can continue to be as good as it is today. The problem is can education *become enough better* in the future to match the greater needs imposed by future growth and change. Alice, to her dismay, learned from the Red Queen that in the Looking-Glass Country merely running as fast as one could was not fast enough to get anywhere.

Meeting the needs of handicapped children will be done routinely and unexcitedly. Children, teachers, and parents alike will ac-

cept this challenge as a necessary concomitant of democracy. Perhaps the percentage of handicapping conditions, as we know them in 1957, will decrease because of rapid advancements in medical science. As a result, other types of handicaps, totally unknown today, may emerge to change our whole approach to "special education." As research and study point to causes of handicaps, more emphasis will be placed on early diagnosis, treatment, and prevention.

Differential diagnosis will be a basic consideration in the study, recommendations, and subsequent planning for handicapped children. The school will find that it has achieved a place of importance in the team approach to this differential diagnosis-appraisal of intelligence, speech, social, and educational potentials will be as important in the total program for the handicapped as the appraisal of his physical anomaly.

Influence of parent groups and community opinion will make the implementation of good over-all planning more realistic. The school will join forces with the intensely interested parent groups and give more guidance toward supportive goals.

The responsibility of the people of the United States, as set forth in the report of the White House Conference on Education, "to provide for all a full opportunity for a free public education regardless of physical, intellectual, social, and emotional differences," may be interpreted more broadly than at present. This does not mean that all children must go to the same kind of school. Perhaps community residential units for some children will become a part of the regular school.

All these outlooks for special education, *i.e.,* impact of science and research, team approach, parent and community influence, and development of community residential units will have decided effects on the laboratory schools as they prepare teachers to meet these changing concepts.

Achieving the imposing task which lies ahead for the school of tomorrow will of necessity include changes in instructional materials and teaching techniques. Many pupils will be studying with TV teachers using an electronic blackboard while others may receive individualized instruction with other teachers. Classrooms will be interconnected with an intercom of the look-listen type. Laboratory-type learning will be used throughout, including laboratories for science, nature, social studies, music, and art. The community, which exemplifies the finest laboratory of all, will contribute greatly.

Mass media of all kinds will be used in the classroom of tomorrow so that its walls will encompass the lands and peoples of the world. Written expression will be dictated to an automatic typewriter. Each classroom will have several booths or cubicles where a pupil may put on a picture-tape and see a demonstration by TV, all by himself. There will be a cafeteria of self-teaching materials in all fields by the intelligent use of filmstrips, tape recordings, textbooks written on at least two levels of complexity, self-testing materials. Schools will run twelve months, and pupils may take vacations whenever it suits

the parents, since at the upper levels, instruction will be largely individualized.

In the future, foreign language may be taught with an electronic blackboard doing much of the teaching. Pupils will miss little school because of illness. Serum will eliminate the problem of the common cold. Air purifiers and dustcatchers will alleviate allergies and hay fever.

Textbooks, too, will be revolutionized. They will be mainly of the loose-leaf variety and will be about 60 per cent pictorial, in color. The printer will run material off daily, much of it received by teletype or facsimile color printing. There will be an abundance of material written at many levels of reading difficulty and on every interest and problem.

New insights, improved teaching techniques, and a better understanding of how children grow, develop, and learn may enable many children now pronounced as unteachable to be educated beyond our greatest dreams.

Laboratory School and Teacher Education

The place of the laboratory schools in the process of teacher education will become more secure as time goes on. A fact accepted at Illinois State Normal University for almost a century—that the theory of teaching is not enough but must be fully supplemented by directed practice—is now being accepted by all educators of potential teachers. The precise role of the elementary laboratory school will continue to evolve. Because of the sheer pressure of numbers, the school will be used less for formal student teaching and demonstration, and more for observation, participation, and individual child study activities. Although student teaching will continue to be a function, it will be to meet special and individualized needs: for example, a post-student teaching experience, a student having special difficulty, or one desiring to supplement experience in one or more facets of teaching. In addition to serving as a "living textbook" for the mass of undergraduate students, the laboratory school will work in closer cooperation with the college in testing various educational hypotheses, *i.e.*, the use of community resources, the cycle plan, meeting the needs of gifted children, and the use of creative and experimental approaches to reading, mathematics, or science instruction.

The campus laboratory teachers will be used more in college classes to refresh and add new insights in the professionalized subject matter areas that are taught in the college. To insure that the gap between theory and practice will always be minimal, there will be a free exchange and perhaps systematic rotation between laboratory teachers and education teachers.

The laboratory schools will continue to expand and improve services to teachers in service. Their major contribution will be to encourage more creative teaching in terms of educational principles rather than fixed or patterned procedures.